

ASA/UKCC Level 2 Certificate for Teaching Aquatics

This qualification is aimed at those interested in the teaching programme in a learn to swim environment utilising the ASA National Plan for Teaching Swimming (NPTS) *(or equivalent scheme)*



1 Title

Level 2 Certificate for Teaching Aquatics

2 National Qualifications Framework (NQF) and United Kingdom Coaching Certificate (UKCC)

This qualification is recognised as a UKCC Level 2 and is on the NQF at Level 2. In order to achieve the qualification candidates must achieve Units 1 – 6.

3 Pre-requisite

Candidates must be at least 17 years of age at the commencement of the learning programme.

All candidates must also have at least one of the following:

- Be holders of the ASA/UKCC Level 1 Certificate for Teaching Aquatics
- Be holders of the ASA Level 1 Certificate for Teaching Swimming post 2002
- Be holders of the ASA Assistant Teacher Certificate (Swimming) post Sept 1994
- Be holders of the STA (Swimming Teachers Association) Certificate post Sept 1994
- Gained exemption prior to enrolment on the learning programme from the ASA

NB – Whilst not a pre-requisite it is recommended that before the start of the learning programme the Key Contact checks that each candidate has undertaken a CRB check or holds a valid ASA Teacher/Coach Licence.

4 Introduction

The Level 2 Certificate for Teaching Aquatics is an all inclusive qualification that sits as the second formally assessed qualification on the teaching qualifications pathway.

Units 1-3 are common core units to all of the Aquatic Strands (Teaching Aquatics, Diving, Swimming Coaching, Synchronised Swimming and Water Polo) and have a focus on “how to teach/coach” skills and as such can be delivered to a mixture of candidates from all these strands. Units 4 - 6 are focused on Teaching Aquatics, covering a range of technical knowledge and practical skills that will allow the teacher to fulfil the following role descriptor.

5 Role Descriptor

Once qualified the holder of the ASA/UKCC Level 2 Certificate for Teaching Aquatics will be equipped to plan, deliver and evaluate a series of consecutive sessions within the context of a self prepared scheme of work.

6 Format

The qualification is designed to be delivered and assessed using a combination of theory and practice throughout Units 1 - 5. Unit 6 is a practical unit, assessed as part of the learning programme (i.e., course) or as work place assessment. Responsibility for the assessment of Unit 6 lies with the Tutor of Unit 5. If assessed in the work place then responsibility for the assessment of Unit 6 still lies with the Tutor of Unit 5. This assessment can be made in conjunction with evidence provided by an expert witness who can provide additional evidence of competence to support the overall assessment in the appropriate environment.

If taken either as individual units or as a traditional course, Unit 1 - 5 assessment tasks have to be completed and submitted for marking prior to the candidate commencing the summative assessments in Unit 6.

7 Length of Learning Programme

38 hours theory

17 hours practical (approximate hours per candidate)

NB: The exact detail of what is covered in the theory/practical session will be decided by the Tutor on how best to deliver the learning programme. Flexibility is allowed in order that the content best suits the prior knowledge and experience of the candidates attending, therefore the hours stated above are recommendations and are as a guide only.

To successfully complete Unit 6 the candidate must demonstrate the ability to plan, deliver and evaluate a minimum of 5 progressive sessions (30 minutes minimum duration) of which two will be summatively assessed.

Within these five sessions candidates will need to deliver to the same group of participants in order to demonstrate their ability to introduce new skills and techniques as well as show improvement in participant performance.

One of the summative assessments should include the use of a L1 Support Teacher (this can be another candidate from the course).

Candidates will be expected to deliver to a minimum Teacher : Participant ratio of 1:6.

8 Level of Qualification

This qualification builds on the skills and knowledge gained through the achievement of the ASA/UKCC Level 1 Certificate for Teaching Aquatics (Support Teacher). The level and depth of knowledge required for the qualification is described in the logbook and the additional candidate resources provided as part of the learning programme.

9 Assessment and Verification

Assessment of Units 1 - 5 is the responsibility of the Tutor/Assessor and will cover the following:

- Practical teaching through the use of observation, oral and/or written and recorded against a checklist of competence related to specific outcomes
- Theoretical knowledge through the use of a written knowledge test
- Planning, preparation and other associated tasks through the completion of the appropriate logbook

Assessment of Unit 6 will cover the following:

- Practical teaching through the use of an observation, oral and/or written and recorded against a checklist of competence related to specific outcomes. This may also be supported by expert witness testimony.

N.B. Courses leading to an ASA/UKCC qualification are subject to an internal and external verification process (IV/EV).

10 Progression

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a Teacher of Aquatics utilising the ASA National Plan for Teaching Swimming (NPTS) or equivalent scheme. The qualification is the second stage in a three level teaching structure. The next stage for a holder of the ASA/UKCC Level 2 Certificate for Teaching Aquatics (Teacher) will be able to progress onto the ASA/UKCC Level 3 Certificate for Teaching Aquatics (Senior Teacher) that is currently under development.

Units 1 - 3 (Health & Safety, Principles of Teaching/Coaching and Sport Science) are transferable across all ASA disciplines and therefore candidates wishing to take an ASA/UKCC Level 2 Coaching qualification in another discipline are only required to hold the Unit 2 of the relevant ASA/UKCC Level 1 Certificate in Coaching (Support Coach) or have gained exemption and then complete Units 4 - 6 within that discipline.

11 Recommended Reading & Resources

All recommended resources for Level 1 plus the following:

ASA	<i>Swimming Teaching and Coaching – Level 2.</i>
ASA	<i>National Plan for Teaching Swimming (NPTS).</i>
J Noble & A Creggan	<i>Swimming Games and Activities. ASA</i>

12 Additional Learning Hours

Candidates will be expected to prepare aspects of sessions; complete additional tasks allocated by the Tutor including general worksheets and additional reading in addition to the course content. The exact time required would vary from candidate to candidate but will normally amount to approximately 10 - 20 hours.

13 Administration

Candidate

- Candidates need to register onto the programme with the ASA Awarding Body before starting the ASA/UKCC Level 2 Certificate for Teaching Aquatics programme/course and have paid the appropriate registration / assessment fee
- Candidates registered onto the ASA/UKCC Level 2 Certificate for Teaching Aquatics programme will be given 18 months from the date of registration to successfully complete the qualification (i.e., Units 1 - 5 plus Unit 6 practical assessment in the appropriate environment)

Approved Centre

- All practical aspects of the learning programme leading to any aquatic qualification must be delivered in a physical location that meets the minimum criteria laid out by the ASA Awarding Body in their Accredited Centre document

- Courses must be registered with the ASA Awarding Body a minimum of 28 days prior to the start date (NB: A course can be comprised of Units 1 – 6, individual units or a combination of units)
- Practical assessment needs to be undertaken with participants in an appropriate learn to swim environment utilising the ASA National Plan for Teaching Swimming (NPTS) (or equivalent scheme)
- Units 1 – 5 can be taken as either a course or as individual units in any order, however the recommendation is that Units 1, 2 & 3 are taken before Units 4 & 5
- Unit 6 can be assessed in the appropriate work environment or as part of the learning programme
- All assessment should be undertaken in accordance with the guidance laid out by the ASA Awarding Body
- The recommended maximum number of candidates per Tutor is 12. Tutors who wish to take more candidates can make an application to the ASA Awarding Body

14 Human Resources Needed for Delivery and Assessment

All Tutors delivering Units 1 - 5 of the learning programme must have completed the ASA Tutoring in Sport qualification or equivalent. If the Tutor is also the Assessor then they must have completed the A1 (D32/33) or IAPS Assessors Qualification. If the Tutor does not have this qualification then an appropriate Assessor will be needed. The Approved Centre must only appoint an Internal Verifier who has the V1 (D34) qualification. Responsibility for the assessment of Unit 6 lies with the Tutor of Unit 5. If assessed in the work place then responsibility for the assessment of Unit 6 still lies with the Tutor of Unit 5. This can be achieved in combination with evidence provided by an expert witness assessing competence in the workplace. All expert witnesses must have completed the ASA Expert Witness Training.

15 Key Skills

The evidence for the following key skills can be achieved through the completion of this qualification:

Communication:

- C2.1a Take part in a group discussion
- C2.1b Give a talk for 4 minutes

Application of number:

- N2.1 Interpret information from a suitable source
- N2.2 Use information to carry out calculations
- N2.3 Interpret results of your calculations and present findings

NB: Throughout the Level 2 syllabus references to the ASA National Plan for Teaching Swimming 2007 (NPTS) and swim21 can be substituted for the relevant home country equivalent.

Unit 1 – Health and Safety (Core to all ASA/UKCC Level 2 qualifications)

Overview of Unit 1

This is a mandatory unit.

This is a core unit and links across all strands of ASA/UKCC (Teaching Aquatics, Diving, Swimming Coaching, Synchronised Swimming, Water Polo). This unit explores the issues of Health & Safety in relation to an ASA/UKCC (Level 2) Teacher/Coach.

Assessment

This element will be assessed by a written examination of 30 minutes duration.

Element 1

To achieve this element the candidate must be able to:

U1.1.1 Identify the common components and uses of Pool Safety Operating Procedures (PSOP)

U1.1.2 Identify the components and uses of a risk assessment

U1.1.3 Identify relevant Health & Safety regulations relating to the Teacher/Coach

U1.1.4 Explain the appropriate procedures for dealing with injury, illness and accidents

U1.1.5 Identify appropriate readiness factors of participants and self-relating to the safe teaching/coaching of sessions

U1.1.6 Identify appropriate standards of behaviour for participants

U1.1.7 Explain organisational guidelines to protect children and vulnerable adults from abuse

Syllabus

Control and Preventative Measures:

- *Components of a PSOP:* e.g. - previous risk assessments; safe activities on and off site; reporting procedures; managing participants' needs
- *Uses of a PSOP:* procedures for setting up and putting away equipment e.g. - lane ropes; water polo nets; springboards
- *Relevant Regulations for Health and Safety for the Teacher/Coach:* Health & Safety at Work Act 1974
- *Components of a Risk Assessment:* types of hazards: e.g. - resources, equipment, facilities; environment; participants and others; evaluation of risk
- *Uses of a Risk Assessment:* planning for safe session; reducing operational risk and reviewing safety policies

Health & Safety Responsibilities of Self, Participants and Others:

- *Safety Responsibilities and Procedures:* minimising risk; reporting injuries, illnesses and accidents to appropriate person
- *Readiness for Participation of Self and Others,* e.g. - appropriate dress; physical condition i.e. intoxication; illness, injury; psychological state
- *Session Management:* safe behaviour; participant to coach ratios; supervision of support teachers/coaches

Children and Vulnerable Adults:

- *Organisational Guidelines:* ASA guidelines on manual handling procedure; self protection

Unit 2 – Principles of Teaching/Coaching – (Core to all ASA/UKCC Level 2 qualifications)

Overview of Unit 2

This is a mandatory unit.

This unit is a core unit and links across all strands of ASA/UKCC (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming, Water Polo). This unit explores the issues relating to Planning of Teaching/Coaching relating to an ASA/UKCC (Level 2) Teacher/Coach.

Assessment

Each unit is split into elements. All elements within Unit 2 will be assessed by ongoing coursework tasks i.e. via practical observation, oral questioning and/or written evidence produced as part of the learning programme

Element 1 - Roles and Responsibilities

To achieve this element the candidate must be able to:

U2.1.1 Explain the roles and responsibilities of the teacher/coach

U2.1.2 Identify minimum standards of behaviour for individual personal practice

Syllabus

- *Teacher/Coach Role*: plan, prepare, deliver and evaluate a series of sessions within a pre-prepared long term plan in order to improve a participant's performance
- *Responsibilities*: e.g. - motivation and enjoyment; promoting good practice; duty of care; health & safety of self and others; supporting others; supervising support teachers/coaches
- *Self Presentation*: e.g. – dress; language; attitude of self; attitude toward others

Element 2 – Communication and Communication Styles

To achieve this element the candidate must be able to:

U2.2.1 Identify methods of communication that will create and maintain positive and equitable working relationships with participants and others

U2.2.2 Identify communication styles that will reflect the learning styles of participants and others

U2.2.3 Identify common administrative procedures used in teaching/coaching

Syllabus

- *Methods of Communication*: verbal e.g. effective questioning (open and closed); effective feedback; voice protection/projection; effective listening skills; non verbal e.g. body language; written; demonstration
- *Learning Styles*: visual; auditory; kinaesthetic

Administration

- *Common administration procedures*: e.g. - report writing; presentations; recording data; filing; use of information technology

Element 3 – Planning and Evaluation

To achieve this element the candidates must be able to:

- U2.3.1 Explain the planning process
- U2.3.2 Identify information required to plan a session
- U2.3.3 Explain the different needs of a range of participants
- U2.3.4 Identify appropriate methods to collect review and analyse participants' needs
- U2.3.5 Identify guidelines for dealing with confidential information
- U2.3.6 Identify alternative activities as appropriate to meet changing needs of participants and the teaching/coaching environment
- U2.3.7 Explain the purpose and value of evaluation
- U2.3.8 Identify evaluation methods that can be used to monitor development and learning for participants, self and others
- U2.3.9 Identify the opportunities for evaluation of self and others

Syllabus

Planning:

- *The Planning Process*: e.g. schemes of work; planning for a term/year; session plans
- *Information Required to Plan*: e.g. session outcomes; participants; resources; content boundaries; health and safety; timing; duration; technical content; linked activities
- *Range of Participants*: e.g. beginners; expert; children; elderly
- *Needs of Participants*: e.g. appropriate activities; intensity; environment; additional support
- *Methods to Collect Information*: questioning; written forms; discussion; information from others; feedback
- *Dealing with Information*: data protection; disclosure of information
- *Planning for Self and Others*: flexibility; adaptation; improvisation; range of participants; different individual's needs

Evaluation

- *Purpose and Value of Evaluation*: e.g. feedback on performance (participant and teacher/coach); future development; future planning
- *Methods of Evaluation*: e.g. discussion with participants; peer review; self reflection; technologies (video)
- *Opportunities for Evaluation*: e.g. previous session; agreed observations; feedback opportunities; self review; participants performance

Element 4 – Teacher's/Coach's Tool Box

To achieve this element the candidate must be able to:

- U2.4.1 Identify the stages of Long Term Athlete Development (LTAD)
- U2.4.2 Describe the impact that LTAD has on the teaching/coaching process
- U2.4.3 Explain the need to refer participant(s) who cannot be supported within the current teaching/coaching environment
- U2.4.4 Identify and explain the stages within the teaching programme/coaching cycle
- U2.4.5 Identify preferred teaching/coaching philosophy and teaching/coaching style for self

Syllabus

Effective Teaching/Coaching:

- *The Teaching/Coaching Cycle*: prepare, plan, deliver, monitor and evaluate
- *Teaching/Coaching Styles*: autocratic e.g. telling and selling; democratic e.g. sharing and allowing; laissez-faire; understanding personal teaching/coaching philosophy

Long Term Athlete Development

- *LTAD*: FUNdamentals; skill development; training to train; competitive development, performance
- *Impact of LTAD on the teaching/coaching process*: teaching/coaching process, participant referral

Unit 3 – Sport Science – (Core to all ASA/UKCC Level 2 qualifications)

Overview of Unit 3

This unit is mandatory.

This is a core unit and links across all four strands of ASA/UKCC (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming, Water Polo). This unit develops the ASA/UKCC Level 2 Teachers/Coaches knowledge relating to exercise physiology, coaching psychology and training principles.

Assessment

Each unit is split into elements. All elements within Unit 3 will be assessed by ongoing coursework tasks i.e. via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1 - Exercise Physiology and Principles of Training

To achieve this element the candidate must be able to:

- U3.1.1 Identify the major components that make up the nervous system and describe the functions of each component relating to movement
- U3.1.2 Identify the major muscle groups and describe the structure, properties and function of skeletal muscle
- U3.1.3 Identify the major bones of the skeletal system (skeleton) and describe the development, properties and function of the skeletal system
- U3.1.4 Identify the components of the respiratory system and describe its function
- U3.1.5 Identify the components of the cardiovascular system and describe its function
- U3.1.6 List and describe the principles of training
- U3.1.7 Identify the main energy systems and their functional characteristics
- U3.1.8 List the essential components of nutrition for the human body
- U3.1.9 Identify the guidelines and methods for hydration and the symptoms of dehydration of the human body

Syllabus

- *Nervous System*: brain; spinal cord; nerves; nerve impulses; fatigue
- *Muscular System*: major muscle groups; origins and insertions muscle pairings; muscular contraction; responses and adaptations to exercise (*muscle fibre types size*)
- *Skeletal System*: major bones; types of bones; bone structure; joints (*joint types; synovial membrane; synovial fluids; articular cartilage;*) response and adaptations to exercise
- *Respiratory System*: anatomy e.g.lungs, nose; mouth; mechanisms of breathing; structure and function; response and adaptations to exercise; the transfer of oxygen and carbon dioxide [*gaseous exchange*]
- *Cardiovascular System*: anatomy e.g. heart and blood vessels; structure and function; transport of oxygen to and carbon dioxide from muscles; response and adaptations to exercise; resting and maximum heart rate
- *Energy Systems*: anaerobic (alactic system); anaerobic (lactic acid system); aerobic (lactic acid); lactate threshold; speed; endurance
- *Types of Training*: strength; speed; power; endurance; flexibility
- *Principles of Training*: specificity; stress; overload; adaptation; progression; reversibility

- *Nutrition*: carbohydrates, fats, proteins; vitamins and minerals; energy supply for the provision of exercise; food pyramid
- *Hydration*: methods; guidelines; symptoms and effects of de-hydration; testing

Element 2 – Teaching/Coaching Psychology and Skill Acquisition

To achieve this element the candidate must be able to:

- U3.2.1 Identify and explain the two types of motivation
- U3.2.2 Identify individual personality traits and type
- U3.2.3 Describe own personality type
- U3.2.4 Describe other personality types
- U3.2.5 Identify strategies to develop rapport building with an athlete
- U3.2.6 Identify strategies to develop team building
- U3.2.7 Identify areas for self-regulation
- U3.2.8 Identify and explain the stages of learning
- U3.2.9 Identify types of skill
- U3.2.10 Identify appropriate methods for teaching/coaching skills

Syllabus

Coaching Psychology

- *Establishing Personal Motives*: motivation of participants; intrinsic e.g. have fun; make friends; improve health and fitness; achieve success; learn new techniques and skills; extrinsic e.g. money; trophies; celebrity
- *Personality*: traits and types e.g. type A; type B; extrovert; introvert; performing under pressure
- *Strategies to Promote Teamwork*: rapport building; self regulation

Skill Acquisition

- *Stages of Learning*: cognitive; associative; autonomous; feedback loop mechanism
- *Types of Skill*: gross motor skills; fine motor skills; open skills; closed skills
- *Methods to Teach/Coach Skill*: e.g. observation; demonstration; instruction; analysis of skill; using mental imagery; using technologies; practising the skill (whole part whole, shaping and chaining, performing, progressive part method, sequencing)

Unit 4 – Techniques

Overview of Unit 4

This is a mandatory unit.

This unit is discipline specific and outlines the aquatic skills as defined in the ASA National Plan for Teaching Swimming (NPTS) or equivalent scheme required to progress onto other aquatic areas (Diving, Competitive Swimming, Synchronised Swimming, Water Polo). The unit covers aquatic skills and early stroke development plus appropriate methods to assess and improve the participant's performance.

Assessment

This unit will be assessed by a written examination of 60 minutes duration.

Element 1 - Technical Knowledge

To achieve this element the candidate must be able to:

U4.1.1 Identify and explain the technical aspects of the core aquatic skills in relation to Long Term Athlete Development (LTAD)

U4.1.2 Identify and explain the technical aspects of the core aquatic skills in relation to the ASA National Plan for Teaching Swimming (NPTS) or equivalent scheme

U4.1.3 Identify and explain technical aspects of teaching a range of abilities within aquatics

U4.1.4 Identify and explain the technical aspects of how skills in one area can be transferred positively to another skill/area

U4.1.5 Identify and explain the technical aspects of travel in relationship to Front Crawl, Back Crawl, Breaststroke, Butterfly

U4.1.6 Identify appropriate methods to implement changes and adjustments of technical aspects in order to improve performance based on age, ability, capability, confidence etc

U4.1.7 Prioritise corrections in order to improve performance

Syllabus

- *Core Aquatic Skills*; e.g. (*Swimming Essentials*) aquatic breathing; streamlining; balance; buoyancy; rotation, orientation; co-ordination; sculling, basic dive from the side
- *Range of Ability*; as defined by NPTS Stages 1-7
- *Positive Transfer of Skills*; e.g. rotation into surface dive, streamlining into transition.
- *Travel*; e.g., Front Crawl; Back Crawl; Breaststroke; Butterfly
- *Appropriate Methods for Changes and Adjustments*: Guided discovery, variation, adaptation, corrective action
- *LTAD*: FUNdamentals; skill development; training to train; competitive development, performance
- *Impact of LTAD on the teaching/coaching process*: teaching/coaching process, participant referral

Unit 5 – Session Preparation

Overview of Unit 5

This is a mandatory unit.

This unit is discipline specific and outlines the construction of aquatic sessions and schemes of work with the reasoning behind them in relation to the ASA National Plan for Teaching Swimming (NPTS) and Long Term Athlete Development (LTAD).

Assessment

This unit will be assessed by ongoing coursework tasks i.e. via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1 – Session Preparation

To achieve this element the candidate must be able to:

- U5.1.1 Identify individual phases used in session plans and scheme of work construction
- U5.1.2 Construct and explain how a session can be planned to introduce and develop core aquatic skills
- U5.1.3 Construct and explain how a session can be planned to develop participants with a range of abilities
- U5.1.4 Construct and explain how a session can be planned to introduce and/or develop each of the four main (competitive) strokes
- U5.1.5 Plan to utilise a support teacher
- U5.1.6 Utilise a variety of communication strategies with stakeholders

Syllabus

- *Phases*: aims; objectives; introductory activity; main theme; contrasting activity; concluding activity
- *Session construction*; e.g. whole-part-whole; part-whole; BLABT (body position; leg action; arm action; breathing; timing/co-ordination), length of session
- *Utilising a support teacher*; on poolside; within the water
- *Communication strategies*: Questioning; active listening; observation skills; voice projection; demonstrations; strategies to build rapport; the provision of feedback; receiving feedback; conflict avoidance; conflict resolution; effective movement around the pool; written correspondence (e.g. whiteboard, information sheets, flyers, memorandums, individual session plans, schemes of work, reports/presentations etc); the use of strategies which suit the learning styles and ages of the participants
- *Stakeholders*: e.g. participants; parents, pool management; and colleagues

Unit 6 – Practical Skills (Course or Work Place Assessment)

Overview of Unit 6

This is a mandatory unit.

This unit is sport specific and enables aquatic teachers to demonstrate various specific competences already assessed in Units 1 – 5, in a real (vocational) practical aquatic teaching environment.

The candidate must demonstrate the ability to plan, deliver and evaluate a series of 5 consecutive teaching sessions (a minimum of 30 minutes) of which 2 will be summatively assessed. Candidates will deliver to the same group of participants to introduce and improve performance. One of the summative assessments should include the use of a L1 Support Teacher (this can be another candidate from the course).

If taken either as individual units or as a traditional course Unit 1 - 5 assessment tasks have to be completed and submitted for marking before the candidate can start the summative assessment of Unit 6.

Candidates will be expected to deliver to a minimum Teacher : Participant ratio of 1:6.

Assessment

This unit will be assessed by the provision of an evidence-based portfolio documenting all aspects of the planning, delivery, evaluation and feedback for all 5 sessions. The portfolio and sessions will be assessed by an ASA Assessor supported by expert witness testimony, observation, and/or oral questioning.

Responsibility for the assessment of Unit 6 lies with the Tutor of Unit 5. Successful completion of Unit 6 must be within 12 months of successfully achieving competence in Units 1 – 5.

Element 1

To achieve this element the candidate must be able to:

U6.1.1 Demonstrate planning, delivery and evaluation of a minimum of a 5 session scheme of work that facilitates the improvement of a participant in line with the principles underpinning the ASA National Plan for Teaching Swimming (NPTS)

U6.1.2 Implement strategies to identify and assess common risks associated with the aquatic learning environment

U6.1.3 Implement strategies to minimise the risk of injuries or illness occurring to participants during aquatic activities

U6.1.4 Effectively plan, deliver and evaluate aquatic sessions catering for individual differences in participants while developing water confidence for a range of core aquatic skills

U6.1.5 Effectively plan, deliver and evaluate aquatic sessions catering for individual differences in participants while developing the four main (competitive) strokes

U6.1.6 Effectively plan, deliver and evaluate aquatic sessions that acknowledge the physiological needs and abilities of the participants

U6.1.7 Identify and implement the use of equipment appropriate for participants, in an aquatic learning environment

U6.1.8 Analyse the performance of participants and plan relevant improvement strategies

U6.1.9 Implement appropriate communication strategies with participants, parents, pool management, and colleagues

U6.1.10 Implement processes to develop group cohesion/work and spirit in an aquatic environment

U6.1.11 Maintain/modify administration records to meet the needs of the ASA National Plan for Teaching Swimming (NPTS) and session providers (e.g. register of attendance, recording achievement, assessment records/reports, medical history etc)

U6.1.12 Produce, implement and review a personal action plan based on reflection, analysis and recording of feedback given by participants and others

Syllabus

- Practical application of Units 1 - 5